Special Education

Introduction

The B.S. in Special Education prepares teachers to be reflective practitioners who demonstrate knowledge, skills and dispositions relative to planning and preparation, the classroom environment, instruction, and professional responsibilities. The UW-Stout framework is compatible with the national Council for Exceptional Children (CEC) knowledge and skill base for all beginning special education teachers. Special education is founded on the philosophy of advocacy for persons with exceptionalities and their families, and of embracing and teaching to individual differences and needs. Special educators must know the characteristics of the learners they serve, possess the skills to design effective interventions, and the dispositions to practice within the standards established by CEC.

Curriculum of the program prepares teachers of students with cognitive, emotional/behavioral, and learning disabilities. Graduates of the program will be prepared to work with students with CD, E/BD, and LD, with an emphasis on Cognitive Disabilities. Graduates of the program will be prepared to work at the early childhood through middle childhood level and the early adolescence through adolescence level.

General Requirements
Bachelor of Science Degree

Total for graduation	124 credits
General Education	45 credits
Major Studies	79 credits

Students must demonstrate proficiency in American Red Cross First Aid procedures, either by verifying current certification with their adviser, or by satisfactory completion of HLTH-340 ARC Standard First Aid and Personal Safety (*adding 1 credit to the program credit total*).

* Required courses with a grade point of 2.0 (C) or better. Courses in which a student earns less than the required 2.0 must be retaken and at least a 2.0 earned prior to student teaching.

Program Requirements

General Education

45 credits required

A. Communication Skills — 8 credits

ENGL-101	Freshman English – Composition* *or*	
ENGL-111	Freshman English – Honors I*	3
ENGL-102	Freshman English – Reading and Related Writing* *or*	
ENGL-112	Freshman English – Honors II*	3
SPCOM-100	Fundamentals of Speech*	2

B. Analytic Reasoning — 6 credits

MATH-118	Concepts of Mathematics (*or more advanced*)*	4
STAT-130	Elementary Statistics*	2

C. Health and Physical Education — 2 credits

Courses must be from areas of health, physical education or nutrition.

Teacher Education Framework

The University of Wisconsin-Stout's conceptual framework for teacher education is based upon a Reflective Practitioner Model that has constructivism as its theoretical base. The process of becoming a reflective practitioner follows a framework for teaching that includes: a) planning and preparation, b) classroom environment, c) instruction and d) professional responsibilities. Students proceed through a series of three benchmarks as they move toward licensure.

Benchmark I: Acceptance into Teacher Education

Teacher education students will begin fulfilling their requirements for Benchmark I: Acceptance into Teacher Education Program as they take their first 40 credits.Requirements for Benchmark I are as follows:

- Complete EDUC-326 Foundations of Education
- Complete 40 credits
- Pass the PPST
- 2.75 cumulative GPA
- Pass the required teacher background check
- Students must have earned a grade of at least 2.00 (C) in ENGL-101 and ENGL-102 or ENGL-111 and ENGL-112.
- Students must have earned a minimum grade of 2.00 (C) in SPCOM-100 Fundamentals of Speech. Complete General Education Technology requirement
- Receive three recommendations to enter into teacher education

Benchmark II: Application for Student Teaching

Benchmark II must be completed *prior* to student teaching.

- Complete electronic portfolio
- Receive satisfactory portfolio assessment by faculty
- Pass Content Knowledge Exam
- Receive clearance through an updated background check
- Attain a 2.75
- Complete a satisfactory tuberculosis test
- Submit copies of resume to the School of Education prior to student teaching
- Complete Application for Student Teaching form

Benchmark III: Program completion

Benchmark III must be completed before you can be recommended for licensure.

- Complete electronic portfolio and receive a basic or higher proficiency level of assessment
- Complete all program coursework
- Meet all program-specific requirements
- Student teach at three levels: infant/toddler/preschool, kindergarten and primary.
- Receive a satisfactory student teaching assessment

D. Humanities and the Arts **10-11 credits**

LIT-XXX	*Any Literature*	3
HIST-120	Early U.S. History* *or*	
HIST-121	Modern U.S. History*	3
HIST-210	Modern World*	3

Remaining courses must be from areas of art history, music appreciation, or performing arts.

E. Social and Behavioral Sciences **9 credits**

GEOG-104	World Geography*	3
POLS-210	American Government*	3
PSYC-110	General Psychology	3

F. Natural Sciences (with Lab) **8-9 credits**

BIO-101	Introductory Biology*	4

Select two of the following courses:

CHEM-105	Visualizing Chemistry *	2
PHYS-151	Astronomy*	3
PHYS-211	Introduction to Physics*	3
PHSY-255	Meteorology*	2
PHYS-258	Introduction to Geology*	2

G. Technology **2 credits**

Professional Studies*

79 credits required

Professional Education Core **19 credits**

EDUC-303	Educational Psychology*	3
EDUC-326	Foundations of Education*	2
EDUC-336	Multiculturalism: Issues and Perspectives*	2
EDUC-376	Field Experience — Cross Cultural Experience*	1
EDUC-380	Reading/Language Arts: Elementary Education	3
EDUC-381	Preclinical: Elementary Education Language Arts*	1
EDUC-382	Secondary Reading and Language Development*	2
EDUC-415	Classroom Management*	2
SPED-430	Inclusion of Students with Exceptional Needs*	3

Special Education **60 credits**

HDFS-255	Lifespan Human Development *or*	
PSYC-352	Adolescent Psychology *and*	
PSYC-251	Child Psychology	3
REHAB-310	Vocational Evaluation	3
SPCOM-310	Communication disorders	3
SPED-100	Introduction to Special Education	1
SPED-300	Introduction to Cognitive Disabilities	3
SPED-301	Introduction to Learning Disabilities	3
SPED-322	Curriculum and Instruction: Severe Disabilities	2
SPED-323	Mild Disabilities: Social Studies and Science	3
SPED-324	Curriculum and Instruction: Career and Transition Education	3
SPED-326	Pre-Student Teaching: Cognitive Disabilities	2
SPED-328	Assessment for IEP/ITP	3
SPED-338	Pre-Student Teaching Children and Youth with Disabilities	2
SPED-420	Schools, Families, and Community Collaboration	3
SPED-440	Diagnosis and Remediation of Reading/Language/Math	4
SPED-447	Behavior Problems of Children and Adolescents	3
SPED-481	Student Teaching Special Education *or*	
SPED-488	Intern Teaching Special Education	16
SPED-490	Behavioral Intervention in Schools	3